

# GOVERNOR DUMMER ACADEMY

CATALOGUE  
1964 - 1965

Founded 1763



Digitized by the Internet Archive  
in 2018 with funding from  
Boston Public Library

# GOVERNOR DUMMER ACADEMY

SOUTH BYFIELD, MASSACHUSETTS

01980

CATALOGUE

1964 - 1965

TWO HUNDRED AND SECOND YEAR

## TRAVEL DIRECTIONS

Although the mailing address of the Academy is South Byfield, the school is legally in the Town of Newbury, Massachusetts. The beautiful old farming area in which the campus lies is in the heart of this historic Essex County town and has from time immemorial been known as South Byfield, probably so called because, in the best New England tradition of place names, it lies east and slightly north of the village of Byfield, also a part of the Town of Newbury. South Byfield does not appear on road maps, although Byfield and Newbury do.

The Academy is readily accessible by automobile, being located directly on U. S. Route No. 1 four miles south of Newburyport and about half way between Byfield and Newbury as they are shown on road maps. Its railroad station is Newburyport, and most of the Greyhound buses which run between Boston and Portland, Maine, stop at the school on request. Logan International Airport at Boston is the most convenient airport handling commercial planes. Those travelling by private plane may find Plum Island Airport, just outside Newburyport, more convenient.

## TELEPHONE NUMBER

The school is served by the Newburyport, Massachusetts, telephone exchange. The number is Area Code 617-462-6643.

## THE ACADEMY

Governor Dummer, the oldest boys' boarding school in the United States, celebrated its bicentennial during the academic year 1962-1963. It was founded in 1763 under the will of Lieutenant Governor William Dummer of the Massachusetts Bay Colony who left his farm and colonial mansion, both still a part of the school property, to three trustees with directions to build a grammar schoolhouse. In this now restored schoolhouse Samuel Moody, during the 27 years of his headmastership, trained twenty-five percent of the boys who graduated from Harvard and many leaders of the new nation.

Since its incorporation not for profit in 1782, the Academy has been owned by a self-perpetuating Board of Trustees. It owes its present position among the nation's boarding schools to the continuing devotion of its trustees and faculty and particularly to Dr. Charles S. Ingham, Headmaster from 1907 to 1930, and to Dr. Edward W. Eames, Headmaster from 1930 to 1959.

The Academy conceives its function to be the providing of a dedicated and able faculty, modern equipment, a congenial atmosphere, and a standard of excellence which will inspire boys to value thorough learning and to develop a lively sense of responsibility to themselves and to the community.

## BOARD OF TRUSTEES

MARSHALL B. DALTON *Brookline*  
President

PHILIP M. MORGAN *Worcester*  
Vice President

LISPENARD B. PHISTER *Newbury*  
Secretary

AUGUSTUS P. LORING *Prides Crossing*  
Treasurer

FRANK L. BOYDEN *Deerfield*

ROGER B. COULTER '13 *Cohasset*

GERRY J. DIETZ '35 *Syracuse, New York*

MORRIS P. FROST '35 *Riviera Beach, Florida*

ELLIOTT M. GORDON *Hampton, New Hampshire*

FREDERICK S. MOSELEY, JR. *New York, New York*

RICHARD D. PHIPPEN '38 *Wenham*

EVERETT W. SMITH *Wellesley*

VALLEAU WILKIE, JR. *South Byfield*

LOTHROP WITHINGTON *Plymouth*



## FACULTY — 1963-1964

- VALLEAU WILKIE, JR. *Headmaster*  
Yale 1948, A.B.; Harvard 1954, M.A.  
*Appointed July 1, 1959.*
- ARTHUR HUBERT ADAMS *German*  
University of Iowa 1951, B.A.;  
University of Vienna 1952;  
Northwestern University 1954;  
*Appointed September, 1962.*
- ROBERT EDWARD ANDERSON *Biology*  
Kenyon 1957, A.B.  
*Appointed September, 1957.*
- JOSEPH LEXINGTON COOLIDGE *Mathematics*  
Williams 1954, A.B.  
*Appointed September, 1954.*
- EDWARD WEBSTER DANN *Mathematics*  
Lehigh 1952, B.S. *Director of Development*  
*Appointed September, 1955.*
- EDGAR DANIEL DUNNING *Mathematics*  
Union 1924, B.S.; *Business Manager*  
Princeton 1925, M.A.  
*Appointed July, 1930.*
- EDWARD ASHLEY EAMES, II *History*  
Amherst 1953, A.B.;  
Harvard 1958, Ed., M.;  
Boston University 1962, M.A.  
*Appointed September, 1956.*
- THOMAS KENNEDY EDWARDS *English*  
Yale 1961, A.B.;  
University of Munich 1962;  
Harvard 1963, M.A.  
*Appointed September, 1963.*

- GEORGE HEBERTON EVANS, III *Mathematics*  
 Princeton 1949, A.B.  
*Appointed January, 1949.*
- JOHN ALFRED FENN *Chemistry*  
 Rutgers 1938, B.S.;  
 Boston University 1953, Ed.M.  
*Appointed September, 1956.*
- ROBERT LEWIS GRIFFIN *English*  
 University of Connecticut;  
 Salem State College 1963, B.S.  
*Appointed September 1963.*
- JAMES FREDERICK HARRIS *Religion, English,  
 Chaplain*  
 Duke 1958, B.A.;  
 Yale Divinity School 1961, B.D.;  
 Southern Theological Seminary;  
 Crozer Theological Seminary  
*Appointed September, 1961.*
- WILLIAM T. KING *Mathematics*  
 Brown  
 American Institute of Banking  
*Appointed September, 1962.*
- ROBERT HOWE LINBERG *French*  
 Williams 1961, B.A.  
*Appointed September, 1961.*
- CHRISTOPHER BRUCE MARTIN *English*  
 Harvard 1962, A.B.  
*Appointed September, 1962.*
- KEITH ARTHUR McDUFFIE *Spanish  
 Admissions Officer*  
 Gonzaga University 1954, B.A.  
 Middlebury 1960, M.A.;  
 University of Madrid 1960  
*Appointed September, 1960.*



THOMAS MCCLARY MERCER *English*  
Centre 1924, A.B.; Harvard 1930, M.A.  
*Appointed June, 1930.*

DOUGLAS LEE MILLER *Physics*  
Amherst 1950, A.B.  
*Appointed September, 1954.*

A. MACDONALD MURPHY *English*  
Harvard 1929, A.B. *Director of Athletics*  
*Appointed February, 1931.*

HOWARD JULIUS NAVINS *Latin*  
Williams 1935, A.B.; *Dean of Students*  
Columbia 1937, M.A.  
*Appointed September, 1936.*

JOHN BOYD OGDEN, JR. *English, Art*  
Harvard 1955, A.B.;  
Boston University 1963, M.A.  
*Appointed September, 1963.*

ROY AUGUST OHRN *French*  
Clark 1934, A.B.; University of Dijon 1937;  
Middlebury 1937, M.A.  
*Appointed September, 1941.*

ARTHUR WOODBURY SAGER *Public Speaking*  
Bates 1926, A.B.  
*Appointed September, 1930.*

BERTA ROGERS SAGER *French*  
Mt. Holyoke 1930, A.B.  
*Appointed September, 1962.*

- |   |  |
|---|--|
| LUCIUS MANLIUS SARGENT, JR.<br>Amherst 1945, B.A.<br><i>Appointed September, 1960.</i>  | <i>Mathematics</i>                                 |
| WILLIAM HARTLEY SPERRY<br>Gettysburg 1950, A.B.; Duke 1953, M.A.<br><i>Appointed September, 1954.</i>                                     | <i>History</i>                                     |
| BENJAMIN JOHNSON STONE<br>Hamilton 1932, A.B.<br><i>Appointed September, 1932.</i>  | <i>Latin, Mathematics,<br/>Director of Studies</i> |
| ESTHER DIKEMAN THURLOW<br>Bryn Mawr 1928, A.B.<br><i>Appointed September, 1957.</i>   | <i>Librarian</i>                                   |
| DAVID MICHAEL WILLIAMS<br>Franklin and Marshall 1950, A.B.;<br>University of Pennsylvania 1951, M.A.<br><i>Appointed September, 1951.</i> | <i>History</i>                                     |
| JOHN JAMES WITHERSPOON<br>Harvard 1937, A.B.; 1940, LL.B.<br><i>Appointed September, 1947.</i>  | <i>History,<br/>Director of<br/>Admissions</i>     |

## SPECIAL FACULTY

- |                          |                           |
|--------------------------|---------------------------|
| DAVID M. GRANT           | <i>Machine Shop</i>       |
| MRS. EDITH TRUE MARSHALL | <i>Piano</i>              |
| MRS. FLORENCE C. PEARSON | <i>Violin</i>             |
| FELIX A. VISCUGLIA       | <i>Instrumental Music</i> |





The Frederick S. Moseley Chapel





The Mansion House has been the Headmaster's home since 1763.



## STAFF

MRS. MARGUERITE M. AMES	<i>Secretary</i>
KATHRYN BROWN	<i>Assistant Secretary</i>
MRS. ELEANOR M. CALDWELL	<i>Assistant to the Librarian</i>
GRACE L. COLBY	<i>Assistant Secretary</i>
JOHN F. DUFF, M.D.	<i>Consultant</i>
MRS. EDNA H. FINNEGAN	<i>Assistant Bookkeeper</i>
MRS. GLADYS J. FISH	<i>Secretary to the Director of Development</i>
PAUL E. GRIFFIN	<i>Chief Engineer</i>
ESTELLE H. KEZER, R.N.	<i>Resident Nurse</i>
LOUISE LOVELL, Simmons, B.S.	<i>Secretary to the Headmaster</i>
SYLVIA B. LUNT	<i>Secretary to the Business Manager</i>
MRS. CHARLOTTE T. METCALF	<i>Secretary to the Director of Studies</i>
MRS. BESSIE E. NOYES, R.N.	<i>Resident Nurse</i>
WARWICK POTTER, M.D.	<i>School Physician</i>
MRS. MARJORIE ROUISSE	<i>Bookkeeper</i>
MRS. ETHEL S. WHITNEY	<i>Secretary to the Director of Admissions</i>



## RELIGION

While Governor Dummer is non-sectarian and welcomes boys of all faiths, we firmly believe that religion should be an integral part of a boy's moral training. Each Sunday the school chaplain conducts a non-denominational service. Occasionally the sermon is delivered by a visiting minister or educator or by a faculty member. The chaplain is available to the boys during the week to provide guidance and counsel. The Religious Discussion Group, seniors chosen to represent a variety of faiths, meets each week, and student delegates from Governor Dummer attend the Northfield Religious Conference each year. Sophomores may take a half-credit course in the *History of Religion*, and a half-credit elective course, *Religion and Contemporary Society*, is offered to juniors and seniors.

## COURSE OF STUDY

The course of study covers the four high school years, grades 9 through 12, and prepares boys for either liberal arts or engineering colleges. Class sections average 13 or 14 boys. Each boy's program is flexible and designed to fit his needs and wants. Sections are provided in many courses to challenge boys to advance according to their ability and previous training.

The academic facilities include a library of over 10,000 volumes, separate laboratories for Chemistry and Physics, a combination laboratory-classroom for Biology and General Science, a science lecture room, two seminar rooms, sixteen classrooms, an audio-visual room, a language library with listeners' recording equipment, and two study halls.

# ENGLISH

*ENGLISH 1* — 5 hours — 9th grade. A course in composition, grammar, and literature including prose, poetry, and drama. There are weekly compositions of 350-400 words or their equivalent in longer or shorter papers with mandatory corrections using the McGraw-Hill *Handbook of English* and individual conferences. Much of the fall term is occupied with fundamental work in grammar for which the text is Harrison, *Practical English Grammar*. Dickens, *Great Expectations* is generally used for the study of the novel, although instructors are given some latitude. Representative reading in drama includes Shakespeare's *Richard II*, *Twelfth Night*, *As You Like It*, and *Henry IV, Part 1*. One or two of these plays will be chosen for study in class. The reading and study of poetry are from Speer(ed.) *The Pocketbook of Verse*. In connection with the study of the novel and drama, outside reading of the same types is required.

*LANGUAGE STUDY* — 5 hours — 9th grade. A course for those boys who, in the opinion of the department, need extra work in English. The course consists of work in spelling, grammar, precis writing and a weekly composition. Representative texts are Bessey and Coffin's *Precis Writing* and McGraw-Hill *Handbook of English*. Various spelling texts are used.

*ENGLISH 2* — 5 hours — 10th grade. Essentially a continuation of English 1, this course places rather less emphasis on grammar and more emphasis on literature and composition. Representative texts and required reading: McGraw-Hill, *Handbook of English*; Hamilton, *Mythology* or Gayley, *Classic Myths*; Shakespeare, *Henry V*, *A Midsummer Night's Dream*, *The Merchant of Venice*, *The Tempest*; Tennyson, *Idylls of the King*; Williams (ed.) *Pocketbook of Modern Verse*; Hardy, *The Mayor of Casterbridge*. Collateral outside reading supplements the class study of novel and drama.

*VOCABULARY BUILDING* — 2 hours — 10th grade. A course advised for boys who need bolstering in their reading efficiency. Developmental Reading with tachistoscope and reading films (Iowa, Purdue, or Harvard) starts the year. This is followed by work in a vocabulary builder such as Lewis, *Word Power*. In the spring term emphasis is placed entirely on the improvement of reading comprehension in the recollective and reflective areas largely through the use of mimeographed material prepared by the department.

*ENGLISH 3* — 5 hours — 11th grade. This course is largely devoted to a study of American literature. Attention is focused on the Civil War period as a unifying theme. The core book is Benet, *John*



*Brown's Body*. Additional reading may include Guthrie, *The Big Sky*, *The Way West*; Thoreau, *Civil Disobedience*, *A Defense of Captain John Brown*, *Walden*; selected essays by Emerson; Ehrlich, *God's Angry Man*; Crane, *The Red Badge of Courage*; Churchill, *The Crisis*; Sherwood, *Abe Lincoln in Illinois*; Drinkwater, *Robert E. Lee*. Regular outside reading, some assigned and some from the reading list, is required as is a weekly essay.

**ENGLISH 4** — 4 hours — 12th grade. The unifying theme of this course is the parallel between the latter days of the Roman Republic and our present western civilization. No text. Reading includes Plutarch, *Lives of Eminent Romans*; Wilder, *The Ides of March*; *The Portable Roman Reader*, which includes excerpts from Cicero, Caesar, Lucretius, Catullus, Propertius, Tibullus, Horace, and plays by Plautus and Terence; Hight, *Poets in a Landscape*; Shakespeare, *Julius Caesar*, *Macbeth*, *Antony and Cleopatra*; Shaw, *Caesar and Cleopatra*. A weekly essay usually on an unassigned topic related to the subject under discussion is required, and the techniques of writing are explored by intensive work in Haines, *Problems in Prose*. In addition, a varying amount of time, usually a term, is devoted to lyric poetry using any one of several anthologies such as Untermeyer, *Living Verse*.

**ENGLISH 4A** — 4 hours — 12th grade honors course. A course in humanities. One half or more of the year is devoted to the study of tragedy. The remainder of the year deals essentially with the individual and various theories of society. No text. Reading includes: Homer, *The Odyssey*; Aristotle, *Poetics*, *Ethics*; Aeschylus, *The Orestia*; Sophocles, *The Oedipus Cycle*; Euripides, *Hippolytus*, *The Trojan Women*; Shakespeare, *Hamlet*, *Macbeth*, *Othello*, and two comedies; Hardy, *The Return of the Native*; O'Neill, *Mourning Becomes Electra*; selections from Herodotus and Thucydides; Plato, *The Apology*, *Crito*, *Phaedo*, and selections from *The Republic*; Machiavelli, *The Prince*; Marx, *The Communist Manifesto*; Bellamy, *Looking Backward*; Huxley, *Brave New World*; Lippmann, *The Public Philosophy*. Poetry appropriate to the themes under discussion from Milton, Wordsworth, Keats, Shelley, Byron, Arnold, Tennyson and others is included. A weekly critical essay is required.

## MATHEMATICS

**ALGEBRA 1** — 5 hours — An introductory course in algebra, continuing through the solution of quadratics in one unknown. Concepts and structure are emphasized, but not at the expense of algebra skills. Sections are provided both for beginners and for those who

have had some previous experience with algebra. Text: Weeks and Adkins, *First Course in Algebra*.

**MATHEMATICS 2** — 5 hours — An integrated course combining an introduction to plane geometry with the continuation of algebra. The work in geometry deals with rectilinear figures, circles, and locus, emphasizing logical reasoning. In algebra a rapid review of the first-year course leads to more advanced work in factoring, quadratic equations, functions, graphs, variation, exponents, and logarithms. The elements of coordinate geometry are introduced. Text: Weeks and Adkins, *Second Course in Algebra*; Shute, Shirk, and Porter, *Plane Geometry*.

**MATHEMATICS 3** — 5 hours — A continuation of Mathematics 2, using the same texts. The geometry work is carried through similar figures, areas and regular polygons. The study of algebra is extended to include graphs of the conics, quadratics in two unknowns, cubic equations, progressions, and the binomial series. The trigonometric functions are introduced in conjunction with the trigonometry of the right triangle. Accelerated sections will also study solid geometry and will complete the elements of plane trigonometry.

**PLANE GEOMETRY** — 5 hours — For students who enter at the 11th grade level and who have successfully completed two years of algebra. The scope of the course is similar to the geometry covered in Mathematics 2 and Mathematics 3. Offered when there is sufficient demand. Text: Shute, Shirk and Porter, *Plane Geometry*.

**ALGEBRA 2** — 5 hours — For students who enter at the 11th grade level and who have successfully completed one year of algebra and one year of plane geometry. The scope is similar to the algebra covered in Mathematics 2 and Mathematics 3. Offered when there is sufficient demand. Text: Weeks and Adkins, *Second Course in Algebra*.

**MATHEMATICS 4B** — 5 hours — A course in plane trigonometry, and selected topics from advanced algebra, introductory analytic geometry and calculus, descriptive statistics, and operations with sets. Text: Vannatta, Carnahan, and Fawcett, *Advanced Mathematics for High Schools*.

**MATHEMATICS 4A** — 4 hours — Permutations, combinations, probability, the binomial distribution; analytic geometry of the line; locus; exponential and logarithmic functions; polar and parametric equations and the conic sections; vectors. Text: Mosteller, Rourke, and Thomas, *Probability, a First Course*; Fuller, *Analytic Geometry, Second Edition*.



*MATHEMATICS 5* — 4 hours — A college-level course aimed at Advanced Placement. Differential and integral calculus of algebraic and transcendental functions. Analytic geometry. Text: Thomas, *Calculus and Analytic Geometry, Part I, Third Edition*.

At the discretion of the instructor, special papers or projects may be required in the advanced courses.

The so-called modern math and the Academy's attitude toward it are the subject of frequent questions by visitors. With the steadily increasing number of boys who come to the Academy having been trained in modern math, our program has inevitably been influenced and all boys are exposed to modern math in varying degrees. Particularly for those boys who will be taking Mathematics 2 during their first year at the Academy, a section is set up for those who studied "modern" Algebra 1 at their previous schools. We strongly believe in the importance of many of the concepts of modern math. At the same time we also believe in the importance of the development of the traditional skills.

## FOREIGN LANGUAGES

### LATIN

*LATIN 1* — 5 hours — An introductory course in grammar and translation from Latin to English and English to Latin. As much grammar as possible, usually up to the indirect question, is covered. Text: Jenney, *First Year Latin*.

*LATIN 2* — 5 hours — Grammar is completed in this course with continued practice in translation from English to Latin. The main work of the course is translation from Latin to English. Text: Jenney, *Second Year Latin* which includes the reading, *The Argonauts*; Caesar, the seven books of *The Gallic Wars*, and if time allows, *The Civil War*.

*LATIN 3* — 4 hours — A thorough review of grammar starts a year of continued translation. Text: Kelsey & Meinecke, *Third Year Latin*, from which the readings will usually include Cicero, *Catullian Orations*, *The Oration for Archias*, *The Essay on Old Age*, *The Essay on Friendship*, and *Letters*. Sometimes there is reading from Pliny and Catullus.



## FRENCH

The French courses are planned in sequence to help the student gradually and effectively develop his ability to read, to write, to speak French, and to understand the spoken language. French is the language of the classroom except when the use of English would make comprehension easier and more effective. The Language Library re-enforces the oral-aural work of the classroom. Here the student can work at his own pace to help him overcome his particular problems. He can practice as often as he wants to reach better levels of fluency in speaking and of comprehension of the spoken language.

*FRENCH 1* — 5 hours — Texts: O'Brien & LaFrance, *New First Year French*; Bond, *Le Casque Invisible*; Bond, *Cosette et Marius*; Conversation based on Thomas, *Elements of Oral Practice*.

*FRENCH 2* — 5 hours — Texts: O'Brien & LaFrance, *New Second Year French*; Bond, *Les Pauvres Gens*; Bond, *L'Homme Qui Dormit Cent Ans*; Thomas, *Elements of Oral Practice*, Altschuler, *French Idiomatic Constructions*.

*FRENCH 3* — 5 hours — Texts: Barton & Sirich, *New French Review Grammar and Composition*; Bagley & Diller, *La France*; Muller & Raffanel, *Si un Jour*; Pagnol, *Topaze*; Torrens & Sanders, *Contes de Nos Jours*; Altschuler, *French Idiomatic Constructions*.

*FRENCH 4* — 4 hours — Texts: O'Brien, LaFrance & Brachfeld, *Advanced French*; Bagley & Diller, *La France*; Muller & Raffanel, *Si un Jour*; Selected readings from the classics — novels, plays, poetry.

## SPANISH

*SPANISH 1* — 5 hours — This course seeks to give the student mastery of the basic elements of Spanish grammar and the acquisition of a 1500 word vocabulary. Spanish is increasingly used as the language of instruction throughout the year. Texts: Turk, *Espanol al dia*; Traven, *El tesoro de Sierra Madre*; Heath, *Graded Readers*.

*SPANISH 2* — 5 hours — The emphasis of this course is placed on ability to read with comprehension and to discuss in Spanish the literature read. There is a complete review of all Spanish grammar. Classes are conducted largely in Spanish. Texts: Walsh, *Repaso*; Esquenazi-Mayo, *Memorias de un estudiante soldado*; Martinez Sierra, *Sueno de un a noche de agosto*. Extensive use is made of tapes and recorded dialogues.

*SPANISH 3* — 5 hours — This course, conducted exclusively in Spanish, is largely concerned with the reading of contemporary Spanish novels and plays. Grammar is reviewed and increased use is made of tapes, recorded dialogues and plays. Readings include Goytortua, *Pensativa*; Usigli, *El gesticulador*; Alarcon, *El sombrero de tres picos*; de del Rio, *Lengua viva y gramatica*; Niggli, *Pueblo Mexicano*.

*SPANISH 4* — 4 hours — Conducted exclusively in Spanish, this course devotes one term to a survey of Spanish poetry and two terms to prose, largely contemporary Peninsular and South American prose. Recorded plays and poetry are used. Reading includes Unamuno, *Abel Sanchez*; Usigli, *Corona de Sombra*; Cardona, *Cuatro novelistas espanolas*; Cohen, *Spanish Poetry*; Calderon, *La vida es sueno*; da Cal, *Literatura del siglo XX*; Garcia Lorca, *Yerma*; Hamilton, *Conversemos*. A term paper in Spanish on an aspect of Spanish culture is required in the spring term. In addition students are required to read three or four additional books as outside reading.

## GERMAN

All students of German are required to purchase *Neues deutsches Liederbuch* by Morgan, Griebisch and Hohlfeld and the *Duden Bildwörterbuch der deutschen Sprache*. These two books are utilized in all the German courses.

*GERMAN 1* — 5 hours — The beginning course seeks to develop a mastery of the basic elements of German grammar, the acquisition of a large basic vocabulary and the ability to translate with accuracy. All aspects of fundamental German grammar are thoroughly studied during this first year. Basic patterns of the spoken language are introduced and the student is encouraged to express himself in German. Text: Chiles, Wiehr & Moeller, *First Book in German*. Summer reading text: Von Hofe, *Im Wandel der Jahre*.

*GERMAN 2* — 5 hours — The main emphasis is placed upon the ability to read with comprehension, translate with accuracy and discuss in German the literature read by the class. Several conversational texts and a review grammar are utilized along with anthologies and novels of modern German literature. As much as possible, spoken German is used in the classroom. Texts: Goedsche, *Sag's auf deutsch*; Cochran, *A Practical German Review Grammar*; Roseler & Reichard, *German Grammar Workbook*; Remarque, *Drei Kameraden*; Ryder & McCormick, *Lebendige Literatur*; Apsler, *Sie Kamen aus Deutschen Landen*; Pei & Politzer, *Getting Along in German*. Summer reading text: Von Hofe, *Die Mittelstufe*.



*GERMAN 3* — 5 hours — Primary emphasis continues to remain upon reading proficiency and vocabulary building with ample practice in aural comprehension and oral expression. Throughout the year a review grammar is used and the student is required to write short essays in German. Selected literary prose, drama, and lyric poetry are read and discussed in German. The student is expected to reveal and further develop his ability in literary interpretation. A research paper concerned with some aspect of German history or culture is assigned during the spring term. Texts: Weimer & Hoffmeister, *Practice and Progress (A German Review Grammar)*; Durrenmatt, *Der Besuch der alten Dame*; Mueller, *Deutsch, Zweites Buch*; Loram & Phelps, *Aus unserer Zeit*; Foltin, *Aus Nah und Fern*; Bruns, *Die Lese der deutschen Lyrik von Klopstock bis Rilke*. Summer reading text: Werfel, *Der Abituriententag*.

*GERMAN 4* — 5 hours — A systematic survey of German history, culture and literature. The student is introduced to the major German authors and the most significant trends in German literature. An advanced review grammar is utilized and the students write short papers in German. Assignments are also made in German newspapers and magazines. The student works throughout the year on a comprehensive research paper dealing with some aspect of German culture or history. Along with several cultural texts, the student also reads an anthology of German literature, a collection of modern short stories, a modern German novel and a drama from the Classical Period. Texts: Bergethon, *Grammar for Reading German*; Jordan, *Deutsche Kulturgeschichte im Abrisz*; Phelps & Stein, *The German Heritage*; Mueller, *Deutsch, Drittes Buch*; Mann, *Tonio Kroger*; Schiller, *Maria Stuart*; Reinhardt, *Germany: 2000 Years*. (Outside reading in English). A suitable summer reading text is assigned to those students who will enroll in German 5.

*GERMAN 5*. Number of hours arranged by instructor. This course is for those students who wish to continue their study of German beyond the fourth year. Contents of the course will vary according to the interests and needs of the students.

## HISTORY

*ANCIENT HISTORY* — 3 hours — 9th grade. A survey of civilizations from the prehistoric era to the fall of the Roman Empire. Text: Lavender, et al., *A Thousand Ages*.

*ASIAN HISTORY* — 4 hours — Primarily 10th grade. A course designed to provide the background for an understanding of developments taking place in the Far East and their effect on world

affairs. No text. Readings from Reischauer, *The United States and Japan*; Fairbank, *The United States and China*; Nehru, *The Discovery of India*; Fischer, *Ghandi*; Buck, *The Good Earth*; Markandaya, *Nectar In A Sieve*; Akutagawa, *Rashomon and Other Stories*.

**MODERN EUROPEAN HISTORY** — 4 hours — 11th or 12th grade. A survey of the political, social and economic developments within the various countries of Europe, their relationships with each other and the rest of the world from the 17th century to the present. Text: Brinton, Christopher and Wolff, *A History of Civilization* (Vol. 2). Readings from Palmer and Colton, *A History of the Modern World*; Stearns (ed.) *Pageant of Europe*; Seaman, *From Vienna to Versailles*; Ausubel (ed.) *The Making of Modern Europe* (Vol. 2).

**UNITED STATES HISTORY** — 4 hours — 12th grade. A course planned to provide the student with significant facts about his country's history and to train him in organizing and interpreting them. It emphasizes constitutional and diplomatic history and relates the development of the United States to developments in other parts of the world. Text: Hofstadter, Miller and Aaron, *The United States*. Readings from Bailey, *A Diplomatic History of the American People*; Bailey, *The American Spirit*; Hofstadter, *The American Political Tradition*; Kelly and Harbison, *The American Constitution*.

**UNITED STATES HISTORY (Advanced Placement)** — 4 hours — 12th grade by permission of the department. This course covers the same ground as does the regular United States History course, but in more depth and with more time allowed for additional reading. Text: Blum, et al., *The National Experience*. Readings from Fine and Brown, *The American Past*; Bailey, *A Diplomatic History of the American People*; Kelly and Harbison, *The American Constitution*; Hofstadter, *The American Political Tradition*; Donald, *Lincoln Reconsidered*; Goldman, *Rendezvous With Destiny*; *The Amherst Series of Pamphlets*.

**INTERNATIONAL RELATIONS** — 2 hours — 11th or 12th grade. A survey of conditions in various parts of the world which create problems for American diplomacy and the methods by which the United States is attempting to meet these problems. It inevitably involves consideration of current events. Text: *Foreign Relations Series of Pamphlets* (Laidlaw Bros. publisher); *Time Magazine*. Readings from Kennan, *American Diplomacy*; Perkins, *The United States and Latin America*; Goldman, *The Crucial Decade*; Perla, *Can We End the Cold War*; Stebbins, *The United States in World Affairs 1960*; Shepherd, *The Politics of African Nationalism*.



Term papers involving additional reading and research are required in all courses.

## SCIENCE

**SCIENCE 1** — 3 hours — 9th grade. This course is an introduction to some of the problems and techniques which are explored in more detail in Biology, Chemistry and Physics. The course is taught jointly by the Biology, Chemistry and Physics instructors. Texts: Pickard and Radomsky, *Introductory Chemistry and Physics*; Swanson, *The Cell*.

**BIOLOGY 1A** — 6 hours — primarily 10th grade. An introductory course in which the student studies both plants and animals with concentration upon the similarities of different living forms. Chemical and physical processes of living organisms are investigated to show adaptation to different ways of life. Both anatomy and physiology are studied in the laboratory. Text: Weisz, *Elements of Biology*.

**BIOLOGY 1B** — 6 hours — primarily 11th and 12th grade. An introductory course at the college level. The subject matter is similar to that covered in Biology 1A but it is explored in greater depth. More emphasis is placed upon individual research. Term papers are required. Text: Johnson, Laubengayer and De Lanney, *General Biology*.

**CHEMISTRY** — 6 hours — 11th and 12th grades. The course emphasizes the development of the scientific attitude toward solving chemistry problems through the chemical study approach developed by the National Science Foundation. Text: Chem. Study Group, *Chemistry, a Laboratory Approach*. A research paper is required of each student.

**PHYSICS** — 7 hours — 11th and 12th grades. This course deals with the nature of matter from the modern point of view. It covers the Universe, Optics and Waves, Mechanics, Electricity and Atomic Physics. Text: Physical Science Study Committee, *Physics*. Students may undertake special laboratory projects.

**ADVANCED TOPICS IN PHYSICS** — 2 hours — 12th grade by permission of the department. In this course some of the more advanced topics in the P.S.S.C. course are explored at the choice of the student and the teacher. A special laboratory project is required.



## OTHER COURSES

*PUBLIC SPEAKING* — 1 hour — Required for all seniors. The course is designed to train boys to think and to express themselves coherently and forcefully in front of an audience. Sometimes their talks are prepared; sometimes they are completely extemporaneous.

*HISTORY OF WESTERN ART* — 2 hours — Elective for juniors and seniors. The course involves an introduction to visual and plastic esthetics with color slide lectures illustrating major works of painting, sculpture, and architecture from pre-history to contemporary times. Six short critical or historical papers and readings from the following texts are required: Pope, *The Language of Drawing and Painting*; Wolfflin, *Principles of Art History*; Gardner, *Art Through the Ages*; Dombrick, *The Story of Art*.

*INSTRUMENTAL MUSIC* — A half unit of academic credit may be earned by any boy who elects to take individual weekly lessons on a musical instrument, who practices four periods per week, and who participates in one of the three ensemble groups, (string, woodwind, and brass) which are part of the Academy's music program.

*MUSIC THEORY* — This course will be offered for the first time in 1964-65, and as the catalogue goes to press, final details are not settled. It is intended to train the student in the basic elements of the structure of musical composition, and, with texts and recordings, to develop an appreciation of music.

## WORK PROGRAM

All boys take part in the work program. Each one takes care of his own room, helps in cleaning his dormitory, and takes his turn waiting on tables. Besides these regular jobs, a boy may be a member of the staff of the school store, the athletic stockroom, the library, or the post office. He should expect to be called upon to help in other ways when and where he is needed.

## GUIDANCE AND COUNSELING

All masters expect to counsel boys and any master may advise a boy, depending upon the problem involved. The corridor master usually acts *in loco parentis* in everyday matters. The school chaplain provides guidance on spiritual problems and the Headmaster is sought by, and seeks out, boys on problems of all sorts. Academic guidance is the province of the Director of Studies, who handles college placement and is advisor to seniors. He is also chairman of a committee of experienced faculty members who act as academic advisors, one at each grade level.

## STUDENT GOVERNMENT

The Academy strongly believes in the development of a sense of responsibility in all students. One of the ways of achieving this purpose is through the involvement of the largest number of boys in the activities of student government. Accordingly, all members of the senior class carry out important assignments as supervisors of the library, study hall, dormitories, and dining room under the leadership of four elected class officers. In addition, the class as a whole works closely with the Headmaster on matters of discipline and school morale.

## ATHLETICS

Governor Dummer has a vigorous athletic program in which all boys are required to take part under the coaching and supervision of the masters. Each boy

is expected to contribute to the extent of his natural ability, and, to make this possible, a sufficient number of squads is provided in each sport to permit the boy to compete at his own level. Games with teams from other schools are arranged for virtually all squads. Although the various teams may compete with a wide variety of schools, the schools which they most often meet are indicated by the 1963 varsity football and soccer schedules set forth below.

*Varsity Football*

St. Sebastian's Country  
Day School  
Moses Brown School  
Browne and Nichols School  
Milton Academy  
Groton School  
St. Mark's School  
Belmont Hill School

*Varsity Soccer*

Phillips Academy, Andover  
Noble and Greenough School  
Browne and Nichols School  
Brooks School  
St. Paul's School  
Milton Academy  
Belmont High School  
Tabor Academy  
Medford High School  
St. Mark's School  
Middlesex School  
Belmont Hill School

The fall sports are cross-country, football, and soccer. In the winter the boys may choose among basketball, hockey, track, and wrestling. Baseball, golf, lacrosse, tennis, and track are the organized sports in the spring.

Recreational golf, tennis, skating, and skiing are available for spare time in season, and optional Sunday trips to the snow country in New Hampshire are organized under the supervision of a master. The Ould Newbury Golf Club maintains a good nine-hole course on land which is leased to the Club by the Academy. The arrangement provides that Governor



Dummer boys who wish may enjoy the privileges of the course by paying to the Club a nominal annual fee of \$12, tax included. An active Rifle Club shoots on the school's target range on Sunday afternoons, again under faculty supervision.

Governor Dummer's athletic plant includes two gymnasiums; three football and lacrosse fields; four soccer fields; three baseball fields; a quarter-mile cinder track with a 220-yard straight-away, and appropriate run-ways and take-offs for field events; a hockey rink with artificial ice; six all-weather tennis courts; and access to the Ould Newbury golf course.

## ACTIVITIES

Boys are encouraged to participate in extracurricular activities in the time not absorbed by their studies. The following are available:

### *Organizations*

Art Club

Camera Club

Choir

Debating Club

Dramatic Club

Fishing Club

Glee Club

Instrumental Groups

Literary Club

Machine Shop

Outing Club

Press Club

Radio Club

Religious Discussion Group

Rifle Club

The Academy is glad to encourage new and perhaps informal organizations, such as popular music groups and a Stamp Club, if there is sufficient interest.

### *Publications*

*The Governor*, the school newspaper

*The Milestone*, the year book

### *Dances*

The school sponsors several dances during the year including the formal Spring Prom. The Glee Club has a schedule of joint concerts with girls' schools and a dance follows each of these concerts. Each year there are varying numbers of invitations from nearby girls' schools to supply groups of boys for dances at those schools.

## HEALTH

Two experienced trained nurses are in residence at the school infirmary. The Anna Jaques Hospital in Newburyport, ten minutes away, is available in emergency cases. This hospital is recognized as a Grade A institution by the American College of Surgeons. The school physician is on call at all times and visits the infirmary daily when any boy needs attention.

All boys are instructed to report any sickness or accident to the nurses. It is our policy to call the school physician in all cases about which there is doubt in the nurses' minds. Care is taken to report to the parents all illnesses and accidents which are not trivial. In some cases we make the first report by telephone or telegraph.



## VACATIONS AND WEEK-END PERMISSIONS

In addition to the regular vacations at Christmas and in early spring, there is a Thanksgiving recess extending from the close of classes on Wednesday to Sunday evening, and a "Winter Week-end" extending from the close of classes on Thursday to Sunday evening in mid-February. If a boy's scholastic effort is satisfactory, he may also secure a week-end permission about once each term to go home, to visit relatives, or to another boy's family.

## COLLEGE ADMISSION

Governor Dummer prepares its graduates for a wide variety of colleges in all parts of the country. In the five years 1960-1964, there were 295 boys graduated, not including English Exchange Students, of whom 293, or 99%, gained college admission. Colleges which received five or more boys, with the number received, are the following:

Amherst	5	U. of New Hampshire	9
Bowdoin	10	Princeton	8
Brown	11	Syracuse University	5
Colgate	5	Tufts	9
Columbia	6	Trinity	10
Dartmouth	8	U. of Pennsylvania	19
Denison	10	U. of Vermont	5
Harvard	20	Wesleyan	7
Hobart	6	Williams	6
Middlebury	10	Yale	6

## GEOGRAPHICAL DISTRIBUTION

For the school year 1963-1964, the Academy opened with 225 boarding boys enrolled from 27 states, the District of Columbia, and eight foreign countries as follows:

Alabama	2	New York	19
California	4	North Carolina	1
Connecticut	14	Ohio	2
Delaware	1	Pennsylvania	7
District of Columbia	2	Rhode Island	4
Florida	2	South Carolina	1
Georgia	2	Texas	1
Hawaii	1	Vermont	2
Illinois	4	West Virginia	1
Indiana	2	Wisconsin	2
Kentucky	1	Canada	1
Louisiana	1	Colombia	1
Maine	9	England	1
Massachusetts	102	Hong Kong	1
Michigan	2	Saudi Arabia	1
Minnesota	2	Spain	1
New Hampshire	11	Venezuela	1
New Jersey	15	Vietnam	1

## VISITS TO SCHOOL

Parents are welcome at Governor Dummer at any time, and especially for games, concerts, or Sunday chapel. On Saturday or Sunday when other appointments do not conflict, boys may obtain permission to leave the campus for a stated period of time with their parents or other adults and to miss either the mid-day or the evening meal. The school will use its discretion as to the number of such permissions granted each term.

## EXPENSES

For a *boarding student* unavoidable charges are the following:

\$2,550 per year, payable in three installments (on or before opening day in September, December 1, and February 1,) or through the Insured Tuition Payment Plan, details of which are available on request. This includes tuition, room, and board; expenses incurred *at the school infirmary* for out-patient treatment, residence and nursing care up to seven days per illness, ordinary medicine, and the services of the school physician; and dormitory room furnishings including bed linens (but not blankets).

\$50-\$75 per year for miscellaneous expenses including the cost of books and school supplies; athletic equipment (shoes, skates, hockey and lacrosse sticks and gloves, tennis rackets, golf clubs) not provided by the school; bus fare to church if the boy attends church off campus; and College Board examination fees for upper classmen.

For a *day student living in areas other than the Town of Newbury or the Parish of Byfield* unavoidable charges are the following:

\$1,200 per year payable in three installments as above or through the Insured Tuition Payment Plan. This includes tuition and luncheons.

\$50-\$75 per year for miscellaneous expenses as above.



For a *day student living in the Town of Newbury or the Parish of Byfield* unavoidable charges are the following:

\$500 per year payable in installments as above.  
This includes tuition and luncheons.

\$50-\$75 per year for miscellaneous expenses as above.

For both boarding and day students there are certain optional school expenses and personal expenses. These might include subscriptions to the student publications, the annual spring and fall dances, optional bus trips, laundry and pressing clothes, \$2 or \$3 weekly allowance, and health insurance or actual medical expenses not covered in the tuition payment.

The school does not charge for weekly Saturday evening entertainment, nor for lectures or concerts at the Academy. There are no laboratory, library, machine shop or photographic dark room charges. The athletic department provides uniforms and protective equipment for all boys young and old.

## ADMISSION

Because of the limited number of places available for new boys each year, we cannot accept every applicant who meets the minimum scholastic requirements. Selection is based on character, seriousness of purpose, and upon scholastic record and promise. The Academy is interested in having qualified students from all sections of the country. No new students other than

exchange students are admitted to the senior class, and the number of places for new boys diminishes at the sophomore and junior levels.

Admission procedure *for boarding students* is normally the following:

1. *Preliminary Application.* A preliminary application card is enclosed. Parents who may wish to have their sons become candidates should fill out and return this card. Filing it does not involve a fee and does not commit the parents to the school. It only insures that they will be notified at the proper time of further steps in the admissions procedure. If the parents have not been in touch with the school prior to December 1 of the year preceding the year of proposed admission, a final, rather than a preliminary, application form will normally be enclosed with this catalogue.
2. *Interview.* Unless distance or other circumstances make it impossible, we ask all candidates to visit the Academy for a personal interview. Such visits are welcomed at any stage of the admissions procedure, but because the interview is a factor taken into account by the Admissions Committee, the Committee will not consider a final application until the interview, if there is to be one, is held.

The Admissions Office is open from 9:00 A.M. to 5:00 P.M., Monday through Friday;

9:00 A.M. to 12:30 P.M. on Saturday, and on Saturday afternoon by request. Visitors are asked to make appointments in advance.

3. *Secondary School Admission Tests.* These tests, administered in December, February, and April of each school year at centers throughout the world by the Educational Testing Service, are asked of all candidates. The Bulletin of Information describing these tests and containing an application for a ticket of admission to them is published in September of each year. At that time copies will be mailed by the school to all candidates for admission in the following September who have filed preliminary applications. Thereafter copies will be mailed or given to all candidates as they apply for admission until the last testing date. It is strongly recommended that candidates take the tests in December, for there are usually few vacancies left for boys who take the tests in February or April.
4. *Final Application.* On or about December 1, the school will mail to each preliminary applicant a final application form consisting of two parts. One part is to be filled out by the parent or guardian and returned to the school. In order to receive consideration, it must be accompanied by a non-returnable application fee of \$10. The other part is a transcript form and is to be given to the principal of the candidate's then current school with a request that it be filled out and sent to Governor Dummer



Academy. We cannot assume responsibility for having transcripts sent to us and must ask parents to see to it that this is done.

For boarding candidates there is no deadline for filing a final application, but in order that it may receive prompt and full consideration, we recommend that it be filed as soon as possible after it is received.

5. *Notification.* When the results of the Secondary School Admission Tests taken in December reach the Academy in mid-January, the Admissions Committee will consider each candidate whose file is complete at that time. The parents of each of these candidates will be notified that we can or cannot offer an acceptance. In a few cases we may ask a candidate to take a place on a waiting list. In such cases we will notify the parents promptly if and when an opening for the candidate develops.

By agreement with other members of the Secondary School Admission Test Board no candidate for admission in September, 1965, will receive a formal acceptance prior to February 15, 1965, unless the candidate happens to attend an elementary school which is a member of the Independent Schools Education Board and has followed the early-acceptance procedure set up by that organization. Candidates whose files are not ready for consideration in mid-January will receive consideration and notification as soon as their files are complete.

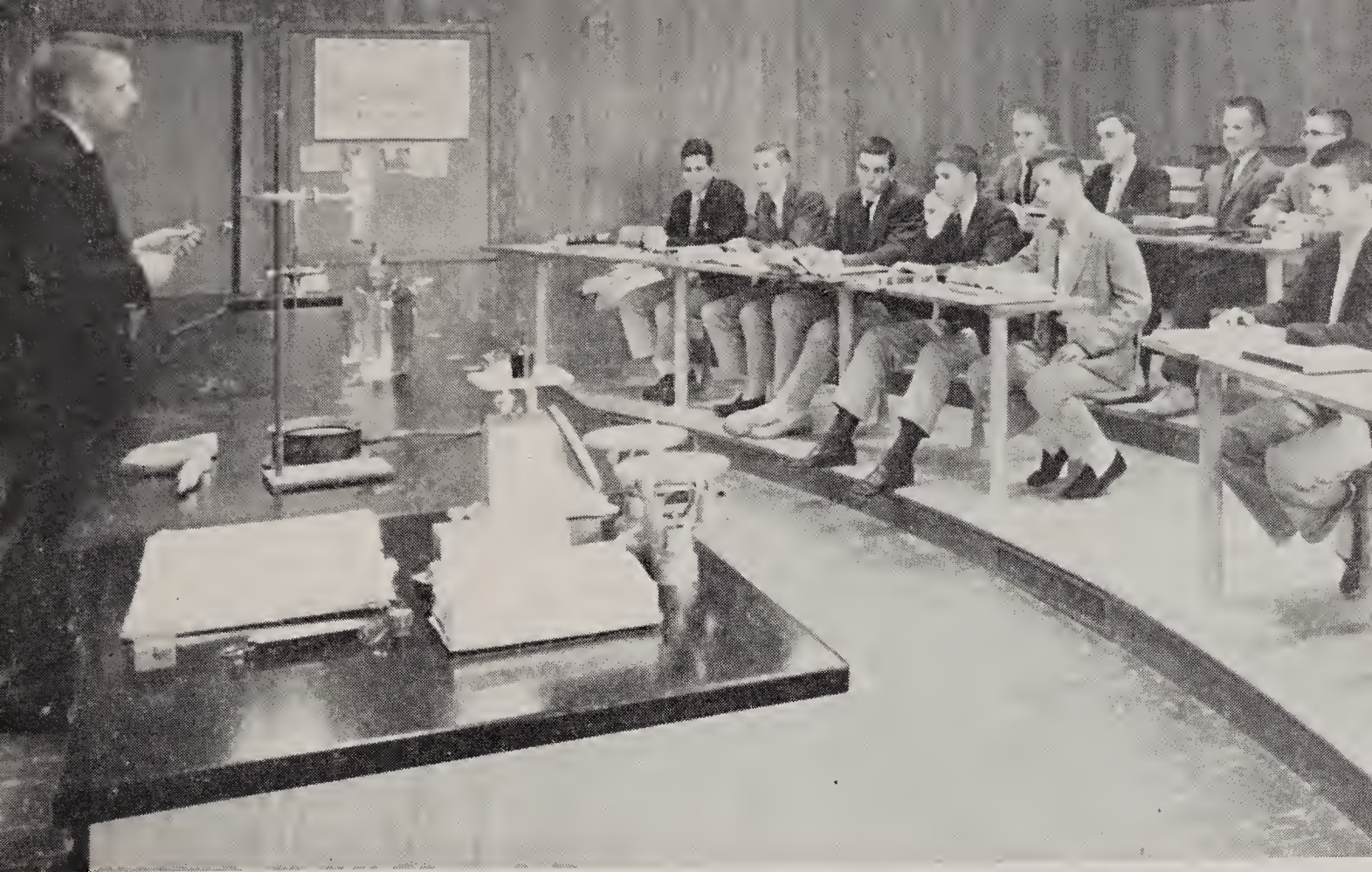
Parents of candidates who have applied to more than one school are urgently requested to tell all of the schools involved of their decision immediately upon the boy's acceptance at the school of his choice. It is extremely helpful to the schools and to the boys on their waiting lists to know just as soon as possible that an accepted candidate will or will not enroll.

6. *Enrollment.* For each boy accepted in February, a place will be saved until March 15. Parents should notify the school by letter on, or as far as possible in advance of, that date if the boy will attend and is to be enrolled at Governor Dummer. The parents' letter must be accompanied by an enrollment deposit in the amount of \$50. This sum is non-returnable, but it will be credited against the first tuition payment. Enrollment will be confirmed promptly by letter from the school.

The amount of time during which places will be saved for boys, if any, accepted after February will be stated in the acceptance letters.

7. *Placement Tests.* In the absence of special circumstances, we ask all newly-enrolled boys to take tests in English, Mathematics, and, where appropriate, in foreign languages to help us place them in proper courses and sections. If the boy comes to us from a school at which he writes the May N.A.I.S. examinations, we will ask such school to forward the boy's papers to us and use them for placement purposes. If the



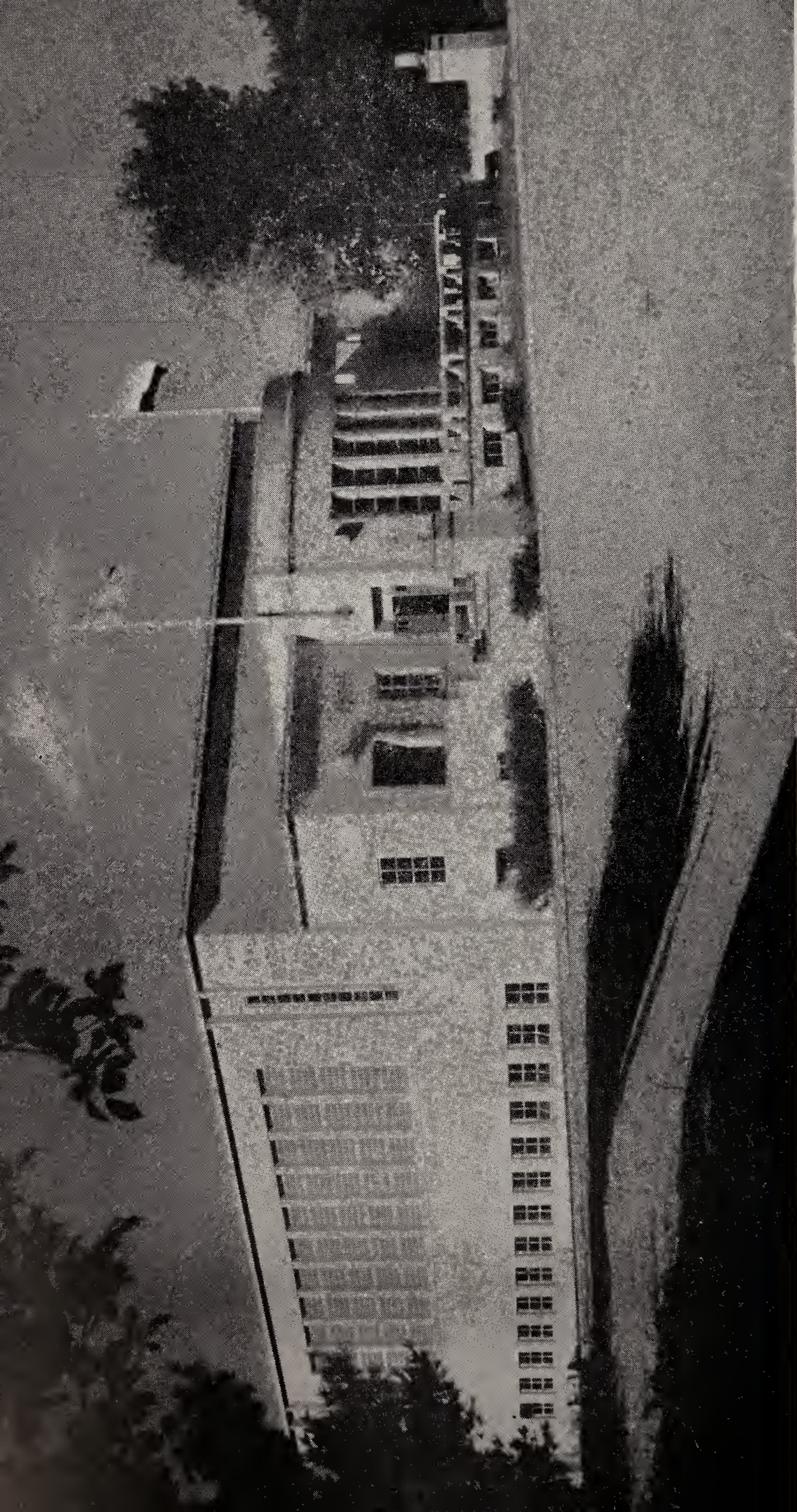


A Physics class in the Science Lecture Room.

The living room in Moody House, a freshman dormitory.







The Alumni Gymnasium.



boy does not write N.A.I.S. examinations, we ask him to take tests of our own devising in early May. These are administered at the school for boys who live within a reasonable distance. They are mailed to the parents of boys living at a greater distance and may be administered at home or elsewhere according to arrangements made by the parents.

Admission procedure *for day students* is the same as that for boarding students with the following exceptions:

1. Day student candidates must take Secondary School Admission Tests in December.
2. A final application must be filed by January 15 of the calendar year in which admission is proposed.

Day students are accepted only if they live in the following areas: Newbury, Newburyport, West Newbury, Rowley, Salisbury, and that part of Georgetown within the Byfield Parish.

## SCHOLARSHIP AID

Insofar as possible we provide scholarship aid to deserving and well-qualified boys. There is no set schedule of scholarships, the awards depending upon the strength of the boy's qualifications and his financial need. Parents applying for such aid are asked to fill out a School Scholarship Service form which will be sent if need for aid is appropriately indicated on the final application for admission. Both boarding and day students may qualify for scholarship aid.



# CALENDAR FOR SCHOOL YEAR

1964-1965

Opening Day	Wednesday, September 16
Parents' Day	Saturday, October 31
Thanksgiving Vacation	Wednesday, November 25 Sunday, November 29
Christmas Vacation	Wednesday, December 16 Monday, January 4
Winter Week-end	Thursday, February 18 Sunday, February 21
Spring Vacation	Friday, March 12 Wednesday, March 31
Commencement Exercises	Friday, June 4 Saturday, June 5

## WEEK-DAY SCHEDULE

Breakfast .....	7:15 a. m.
Work period .....	7:50 - 8:05
Class periods (45 minutes each) .....	8:15 - 3:00
Luncheon for freshmen .....	11:40 a. m.
Luncheon for all others .....	12:30 p. m.
Athletics .....	3:30 - 5:30
Dinner .....	6:00
Study period .....	7:30 - 9:30
Lights out for freshmen .....	10:15
Lights out for sophomores .....	10:30
Lights out for juniors .....	11:00
Recommended lights out for seniors .....	11:00

# ROSTER OF STUDENTS 1963-1964

## SENIORS

Alexander, Charles K.	<i>Honolulu, Hawaii</i>
Balser, Donald S.	<i>Danvers</i>
Brown, Russell P.	<i>South Hamilton</i>
Canterbury, Robert B.	<i>Hingham</i>
Carleton, David S.	<i>Beverly Farms</i>
Cooke, Jay, III	<i>St. Charles, Illinois</i>
Critchley, F. Thomas, Jr.	<i>Andover</i>
Dexter, Robert T.	<i>Marblehead</i>
Dolce, Peter	<i>Englewood Cliffs, New Jersey</i>
Eaton, Daniel W.	<i>Newbury</i>
Echavarria, A. Andres	<i>Medellin, Colombia</i>
Ellis, Arthur L., Jr.	<i>New Providence, New Jersey</i>
Everett, John C., Jr.	<i>Chamblee, Georgia</i>
Farnum, Robert S.	<i>Falmouth, Maine</i>
Fielding, Dodge T.	<i>Mallorca, Spain</i>
Foss, Howard W., Jr.	<i>Medford</i>
Fraser, Bruce	<i>Lynn</i>
Freedberg, Paul S.	<i>Salem</i>
Gearhart, David M.	<i>Rye Beach, New Hampshire</i>
Golden, Terence C.	<i>Winchester</i>
Gregg, Thomson R.	<i>Essex Fells, New Jersey</i>
Grinnell, James B., Jr.	<i>Cohasset</i>
Hamric, Bryan DeF.	<i>Dallas, Texas</i>
Harvey, William R., II	<i>Newport, Rhode Island</i>
Hayes, John M., Jr.	<i>Syracuse, New York</i>
Heald, John T., Jr.	<i>Marshfield</i>
Henchey, H. Laurence, Jr.	<i>Melrose</i>
Higgins, Louis H.	<i>Woonsocket, Rhode Island</i>
Hoadley, Kenneth L.	<i>Milford, New Hampshire</i>
Hobbs, Stephen	<i>Newburyport</i>
Johnson, Philip H.	<i>Holden</i>
Johnson, Ralph F., Jr.	<i>Newburyport</i>
Johnston, Bruce S.	<i>York Harbor, Maine</i>
Karelis, Jeffrey S.	<i>Haverhill</i>
Kotarski, Michael B.	<i>Peabody</i>
Lawrence, William W.	<i>Cumberland Foreside, Maine</i>
Lewis, John C.	<i>Norwich, Vermont</i>
Maier, Thomas J.	<i>Racine, Wisconsin</i>
Martin, David J. P.	<i>Kenton, England</i>
Menz, J. Eric	<i>Alamo, California</i>



Mercer, John S.	<i>South Byfield</i>
Morrissey, Eugene J., II	<i>Alton Illinois</i>
Moss, J. Davidson	<i>Durham, New Hampshire</i>
Noyes, Richard B.	<i>Beverly Farms</i>
O'Brien, Mark E.	<i>Newburyport</i>
O'Dea, John F.	<i>Newbury</i>
Olney, Christopher C. G.	<i>Manchester</i>
Pallotta, Robert V.	<i>Ipswich</i>
Parker, Charles F.	<i>Summit, New Jersey</i>
Pearsall, David J., Jr.	<i>Newport, Rhode Island</i>
Poole, William S.	<i>Tuskegee Institute, Alabama</i>
Potter, J. Lee	<i>Newburyport</i>
Robertson, A. Rocke, V.	<i>Litchfield, Connecticut</i>
Robertson, Joseph A., Jr.	<i>Lawrence</i>
Robinson, R. Lee	<i>Grafton</i>
Rose, Andrew J. E.	<i>Sewickley, Pennsylvania</i>
Segal, Robert M.	<i>West Hartford, Connecticut</i>
Sherman, Robert S.	<i>Providence, Rhode Island</i>
Steele, John A., Jr.	<i>Fayetteville, New York</i>
Stevens, Joseph P.	<i>Darien, Connecticut</i>
Thomas, Peter C.	<i>Durham, North Carolina</i>
Tuxbury, Richard A.	<i>Newbury</i>
Van Zile, Philip T., III	<i>Grosse Pointe Farms, Michigan</i>
Wilkins, Robert W., Jr.	<i>Newburyport</i>
Williams, Wesley C.	<i>Lexington</i>
Wise, Robert L.	<i>Haverhill</i>

## JUNIORS

Allen, Jay W.	<i>Newbury</i>
Anderson, J. Borden	<i>Clearwater, Florida</i>
Apollonio, Nicholas T. C.	<i>Rockport, Maine</i>
August, R. Diedrich	<i>Manchester, Vermont</i>
Bergmann, T. Douglass	<i>Manhasset, New York</i>
Bickly, John E.	<i>Rumson, New Jersey</i>
Brody, A. Alexander, Jr.	<i>Los Angeles, California</i>
Browne, Timothy W.	<i>Brunswick, Maine</i>
Caldwell, Edgar M.	<i>Anchorage, Kentucky</i>
Callen, Brock W.	<i>Rumson, New Jersey</i>
Cameron, Arthur A., Jr.	<i>Pacific Palisades, California</i>
Chase, Alan L.	<i>Newburyport</i>
Crocker, Donald M., Jr.	<i>Fitchburg</i>
Dorsey, Bradshaw N.	<i>Beverly</i>
Dunton, Charles H.	<i>Bradford, Pennsylvania</i>
Eddy, D. Brewer	<i>Duxbury</i>

Evans, Frederick T.  
 Fuess, David C.  
 Glover, Dudley S.  
 Gregg, A. John  
 Gromko, William F., Jr.  
 Hampshire, John F., Jr.  
 Hannon, R. Douglas  
 Haydon, John P. K.  
 Helm, Henry E.  
 Henry, D. Dickinson, Jr.  
 Hill, John C., Jr.  
 Horenstein, Henry  
 Horne, Gregory S.  
 Hunter, James M.  
 Imber, Peter K.  
 Jack, Richard M.  
 Johnson, Craig G.  
 Kan, Philip  
 Kane, Jeffrey H.  
 Kingsbury, Keith J.  
 Knapp, Anthony V., Jr.  
 Koutsos, John C.  
 Leahey, Garret D., Jr.  
 Linberg, Kenneth A.  
 Lister, Bradford C.  
 Mackenzie, John M.  
 Magrane, J. Scott, Jr.  
 Major, William E.  
 McGuire, James C.  
 McNally, John M.  
 Merry, Brian  
 Mingledorff, Eric G.  
 Morton, Arnold L., Jr.  
 Nicholson, Dwight D.  
 Norris, John R.  
 O'Dea, Thomas L.  
 Parasco, Chester, Jr.  
 Pope, Christopher M.  
 Rolfe, Stephen M.  
 Russell, William W., 4th  
 Sargent, Peter B.  
 Sexton, Ralph E., II  
 Shepard, Frederick J.

*Wakefield*  
*Washington, D. C.*  
*Haverhill*  
*Stonington, Connecticut*  
*Peabody*  
*Worcester*  
*Rumson, New Jersey*  
*Beverly*  
*Essex, Connecticut*  
*Belmont*  
*Bedford, New York*  
*Brookline*  
*West Boylston*  
*Williamstown*  
*Reading, Pennsylvania*  
*Beverly*  
*Andover*  
*Hong Kong, B. C. C.*  
*Swampscott*  
*Wayland*  
*Newbury*  
*Manchester, New Hampshire*  
*Lowell*  
*Yarmouth, Maine*  
*Atlanta, Georgia*  
*Rowley*  
*Montclair, New Jersey*  
*Willimantic, Connecticut*  
*New London, Connecticut*  
*Andover*  
*Byfield*  
*Monroe, Louisiana*  
*Gloucester*  
*Grafton*  
*Arlington*  
*Newbury*  
*East Walpole*  
*Nashua, New Hampshire*  
*Marblehead*  
*Wilmington, Delaware*  
*South Byfield*  
*Winchester*  
*Marblehead*



Sheppard, David P., Jr.  
 Smith, Douglas F.  
 Starr, Mark  
 Sullivan, David B.  
 Tenney, Harral S.  
 Thomas, Russell E.  
 Vaughan, Benjamin H.  
 Wait, H. Richard, III  
 Wilson, Richard S.

*Saigon, Vietnam*  
*Lebanon, New Hampshire*  
*Newton Centre*  
*Wilton, New Hampshire*  
*Newburgh, New York*  
*Greencastle, Indiana*  
*Pride's Crossing*  
*Skaneateles, New York*  
*Westboro*

## SOPHOMORES

Adams, Jeffrey S.  
 Applegate, Manley E.  
 Barghoorn, Steven F.  
 Barker, Frederick W., II  
 Bashaw, Robert A., III  
 Bates, Donald T., Jr.  
 Bell, Richard D.  
 Billings, Samuel G.  
 Bird, Sidney M., IV  
 Bitting, Kenneth H., III  
 Bryer, John G.  
 Burnham, Robert C.  
 Clark, Lincoln, III  
 Coleman, Peter K.  
 Comins, Frederic M., Jr.  
 Conn, Martin S.  
 Connolly, James T., Jr.  
 Cooke, Groverman E.  
 Daniels, John H., Jr.  
 Emerson, R. Scott  
 Erickson, Robert D.  
 Estes, Charles D.  
 Estey, David B.  
 Gourlie, Malcolm P.  
 Gripper, Stephen F.  
 Hartz, David H.  
 Heald, Thomas W.  
 Henerey, William C.  
 Hicks, Peter C.  
 Hildreth, Thomas C.  
 Hilliard, Laurence M.  
 Holmes, David C.  
 Hope, Roy E. A.

*Exeter, New Hampshire*  
*Sewickley Heights, Pennsylvania*  
*Cambridge*  
*Syracuse, New York*  
*Newbury*  
*Harwich*  
*Falmouth, Maine*  
*West Hartford, Connecticut*  
*Reading*  
*Short Hills, New Jersey*  
*Hampton, New Hampshire*  
*Cohasset*  
*Chelmsford*  
*Gardner*  
*Short Hills, New Jersey*  
*Akron, Ohio*  
*Newburyport*  
*St. Charles, Illinois*  
*White Bear Lake, Minnesota*  
*Roslyn Heights, New York*  
*St. Paul, Minnesota*  
*Washington, D. C.*  
*Norwood*  
*Thompsonville, Connecticut*  
*Saugus*  
*Bethlehem, Pennsylvania*  
*Marshfield*  
*Nahant*  
*Worcester*  
*Marblehead*  
*Westport, Connecticut*  
*Darien, Connecticut*  
*Bloomington, Indiana*

Howard, John H., Jr.	<i>Brockton</i>
Hudson, Donald P.	<i>Newbury</i>
Hyde, Simeon, III	<i>Andover</i>
Jaffe, W. Walter	<i>Fall River</i>
Johnson, Leonard W., Jr.	<i>Amesbury</i>
Kay, Scott B.	<i>Dhahran, Saudi Arabia</i>
Keeler, James H., 3rd	<i>Rowley</i>
Keeney, Timothy R. E.	<i>Somersville, Connecticut</i>
Kelliher, P. Gregory	<i>Rowley</i>
Knapp, C. Spencer	<i>Rochester, New York</i>
Leonard, J. Andrew, II	<i>Manchester</i>
Lilly, George C.	<i>West Falmouth</i>
Little, Michael J.	<i>Newbury</i>
MacLeod, Richard L.	<i>New Bedford</i>
Maier, Timothy R.	<i>Racine, Wisconsin</i>
Morgan, C. Gary	<i>Andover</i>
Morse, Charles W., III	<i>Newbury</i>
Navins, Peter L.	<i>South Byfield</i>
Nickerson, Mark W.	<i>Watertown</i>
Oliker, David W.	<i>Auburn, New York</i>
O'Neill, Paul R.	<i>South Byfield</i>
Richards, David B.	<i>Lunenburg</i>
Robreno, Eugenio	<i>Caracas, Venezuela</i>
Rowland, Randolph	<i>Upper Montclair, New Jersey</i>
Ryder, Frank J., III	<i>Marion</i>
Schumann, R. Ford, Jr.	<i>Binghamton, New York</i>
Silsby, Bradford H.	<i>Beverly Farms</i>
Stevens, David C.	<i>South Hamilton</i>
Stonebraker, David W.	<i>Newbury</i>
Strater, Jonathan W.	<i>York Village, Maine</i>
Strater, Minshall G.	<i>York Village, Maine</i>
Sullivan, Barry	<i>Newburyport</i>
Tinker, David W.	<i>Andover</i>
Toth, J. Thomas	<i>Olean, New York</i>
Tower, George W., IV	<i>North Stamford, Connecticut</i>
Trickey, John L.	<i>Carlisle, Pennsylvania</i>
Uhl, Stephen D.	<i>Hinsdale, Illinois</i>
von Berg, William G., Jr.	<i>Rochester, New York</i>
Weber, Jeffrey C.	<i>Syracuse, New York</i>
Wellman, John G., Jr.	<i>Johnsonville, South Carolina</i>
Whitmore, John A.	<i>Marblehead</i>
Winer, Samuel J.	<i>Haverhill</i>
Woodward, Dana W., Jr.	<i>Marblehead</i>
Yohn, Geoffrey K.	<i>Manchester, New Hampshire</i>



## FRESHMEN

Adolph, Keith L.	<i>Canton, Ohio</i>
Barnes, Ross M., Jr.	<i>Highlands, New Jersey</i>
Barnes, William W.	<i>Taunton</i>
Beach, Bennett H.	<i>Mount Kisco, New York</i>
Beatty, Edwin S.	<i>Lauderdale By The Sea, Florida</i>
Bolles, Russell S.	<i>Ipswich</i>
Boucher, Richard D.	<i>Northampton, Pennsylvania</i>
Burt, Winston S.	<i>Weston</i>
Cameron, Scott D.	<i>Pacific Palisades, California</i>
Clark, Remington A., III	<i>Winchester</i>
Crawford, Richard B.	<i>Hingham</i>
Creed, Andrew F.	<i>Rowley</i>
Davidson, J. Barry, Jr.	<i>Skaneateles, New York</i>
Doolittle, Morgan O., III	<i>Jamestown, New York</i>
Easton, John Y.	<i>West Newton</i>
Emerson, John W.	<i>Roslyn Heights, New York</i>
Emmons, O. Scotten	<i>Grosse Pointe Farms, Michigan</i>
Finn, Philip T.	<i>New Castle, New Hampshire</i>
Follansbee, Harper, Jr.	<i>Andover</i>
Forte, Jeffrey P.	<i>Anniston, Alabama</i>
Guernsey, Roger E.	<i>Worcester</i>
Haggerty, William M.	<i>Salisbury</i>
Hemmerich, Paul A.	<i>Port Credit, Ontario, Canada</i>
Lewis, David S.	<i>Groton</i>
Lougee, Laurence W., Jr.	<i>Winchester</i>
Marsh, David R.	<i>Boxford</i>
Miles, Michael V.	<i>Marblehead</i>
Morgan, Daniel M.	<i>Shrewsbury</i>
Nevius, James C.	<i>Red Bank, New Jersey</i>
Nichols, Andrew G.	<i>West Newbury</i>
Noel, Wayne M.	<i>Newbury</i>
Osgood, Peter B.	<i>Marblehead</i>
Parker, Stephen W.	<i>Summit, New Jersey</i>
Pearce, A. Webster	<i>Princeton, New Jersey</i>
Perkins, Ralph H.	<i>Andover</i>
Pugh, H. Reid, II	<i>Charleston, West Virginia</i>
Purinton, Charles A., II	<i>Rowley</i>
Reid, Dwight H.	<i>Lakeville, Connecticut</i>
Rogers, Michael J.	<i>Milton</i>
Schwarzer, Joseph K., II	<i>Cazenovia, New York</i>
Senuta, Frederick S.	<i>Andover</i>
Westhafer, W. Ward	<i>Rowley</i>

## I N D E X

Activities .....	23
Admission .....	28
Athletics .....	21
Calendar for School Year .....	34
College Admission .....	25
Course of Study .....	10
Daily Schedule .....	34
Expenses .....	27
Faculty .....	5
Geographical Distribution .....	26
Guidance and Counseling .....	21
Health .....	24
Religion .....	10
Roster of Students .....	35
Scholarship Aid .....	33
Staff .....	9
Student Government .....	21
Telephone Number .....	2
Travel Directions .....	2
Trustees .....	4
Vacations .....	25
Visits to School .....	26
Work Program .....	20



